

**Charter Schools Implementation Phase Grant  
Crenshaw/Dorsey CHARTER Cluster  
Los Angeles Unified School District**

**Abstract of Proposal**

The Crenshaw/Dorsey CHARTER Cluster is a unique school community consisting of eleven elementary schools, one middle school, one high school and two continuation high schools. We are a dependent charter and as such a fiscally and contractually part of the Los Angeles Unified School District, but operate under the Crenshaw/Dorsey CHARTER approved on May 18, 1998. As an established, interdependent network of 15 schools, all adult stakeholder groups in the CHARTER cluster are committed to the academic, social and emotional well being of students. However, overall cluster student scores consistently fall below the 30th percentile in Language Arts. Eighty percent of our kindergarten students scored below the reading readiness level on the *Observation Survey of Essential Literacy Skills* by Marie Clay. The data informs us that there is a significant discrepancy between where students are and where they need to be. While our goal is to have all students reading by third grade and performing in content academic areas at grade level or above on standardized tests, we hold higher expectations that students in the Crenshaw/Dorsey Charter Cluster will be literate and capable of meeting the challenges of the 21st Century.

Even before becoming a cluster charter partnership of schools, members of our stakeholder groups realized professional development was critical. Class size reduction has brought many new teachers into our schools. They need training in order to better serve their students. Additionally, all teachers need training/retraining to develop their expertise in teaching to literacy. The majority of our students are not performing at grade level. Early literacy takes on an added dimension when we see some of our high school students lacking the foundation to read; therefore unable to read to learn. Staff development in our schools has been intense for the past three years. We have mobilized our resources to the benefit of all of our teachers, providing a forum for professional development in the Language Arts at symposia. We have brought in experts to address teachers. We have developed a cadre of recognized experts within our own schools. They have conducted workshops with teachers by grade level from all of our schools. These efforts will continue and intensify. We will continue to involve our parents in curriculum summits as they are the bridge between home and school.

After much collaboration, we have decided to involve our teachers in yet another model of professional development. Teachers, as students, have different learning modalities that must be addressed. In addition, given our established university connections, the next step in raising the ante on professional development would be to redirect our focus and bring college professors into our classrooms to demonstrate, observe and coach. A charter implementation grant would enable us to include this professional development model in overall plan of action to prepare our teaching force to provoke our students to learn and achieve.

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## I. The Crenshaw/Dorsey Charter Cluster's Educational Vision

The following statement encapsulates the vision for the Crenshaw/Dorsey CHARTER Cluster:  
*“The Crenshaw/Dorsey CHARTER Cluster, as a family of 15 schools Pre K- will deliver an innovative and exemplary educational program to meet the academic, social and emotional needs and challenges of the students in our community. Through an established, interdependent network, all stakeholder groups will be committed to the best instructional practices and highest expectations to insure students’ scholastic and personal success.”*

The Crenshaw/Dorsey CHARTER Cluster is a unique partnership of 15 schools within the Los Angeles Unified School District. The schools are located in a 20 square mile geographic area in southwest Los Angeles and are part of the same feeder articulation pattern.

### Schools

**Elementary:** Baldwin Hills and Gifted Magnet Charter, Coliseum Street Charter, Dublin Environmental Science and Humanities Magnet Charter, 42<sup>nd</sup> Street Charter, 54<sup>th</sup> Street Charter, 59<sup>th</sup> Street Charter, Hyde Park Charter, 6<sup>th</sup> Ave. Charter, 74<sup>th</sup> St. and Highly Gifted Magnet Charter, Virginia Road Charter and Western Ave. Charter.

**Middle:** Audubon and Gifted Magnet Charter

**High:** Crenshaw High, Teacher Training and Gifted Magnets (all charter)

**Continuation High Schools:** View Park Continuation Charter and Whitney Young Continuation Charter

The majority of our students are African American (73%) followed by a growing Latino population (24%). Other ethnicities include Asian (2%); White and other (1%). Significant proportions of our students (84%) qualify for free/reduced Federal Lunch Programs. The Crenshaw/Dorsey CHARTER Cluster ranks among the highest in Los Angeles of students in foster care/group home settings. The figures below are an average of the 1997-98 Stanford 9 and Aprenda scores for grade 1-10.

Grade	<u>Stanford 9/Aprenda</u>		
	Reading	Mathematics	Language
1	26 /24	22 /22	25 / 28
2	20 /37	18 /26	19 / 37
3	18 /31	20 /20	20 / 42
4	14 /34	14 /16	16 / 33
5	19 /32	18 /18	20 / 22
6	17 /11	17 /14	19 / 21
7	17 /20	16 /12	20 / 30
8	24 /25	20 /8	21 /29
9	18 /42	20 /21	23 /35
10	15 /34	15 /11	19 /30

During the Spring 1998, all kindergarten students were tested on the *Observation Survey of Essential Literacy Skills* by Marie Clay. Data analyses of stanine test scores indicate that approximately 80% of our kindergarten culminating students have not obtained mastery of reading readiness skills.

The 15 schools in the Crenshaw/Dorsey CHARTER Cluster face circumstances that are not unique to other inner-city schools. Through collaborative efforts, we have come to understand that the way that our schools can best reach each student is to change the knowledge base of the adult stakeholders (i.e. parents teachers and administrators). It is critical that the schools in the Crenshaw/Dorsey CHARTER Cluster restructure how we serve our children. Schools in the 21<sup>st</sup> Century, are being called upon to be

multifaceted in our approaches to the learning experience. (Comer,J.P.1993). Our schools must change to meet that demand. The challenge for our 15 CHARTER cluster schools is that we are converting from a traditional public school model a charter school model. That charter model is committed to a specific, proactive plan for teaching and learning. Teachers are fully supportive of and are willing to be part of the change. But the change requires systemic teacher training efforts that are sustained and ongoing.

As a charter cluster we have taken a critical look at our efforts in professional development We have successfully piloted some excellent models that, through receiving this funding, will assist us in the expansion of those pilots. We look forward to continuing our efforts in a collaborative model such as espoused by Dr. Douglas Reeves in ***Making Standards Work***.. Dr. Reeves' model, utilizes the process of analyzing student work against predetermined scoring guides as a way of insuring equal access to a standards-based curriculum. Critical too is the need for the local university schools of education to support our cluster's teacher training efforts by providing teaching, coaching and demonstration models in the classrooms as part of the teacher induction and educational reform processes.

### ***Specific Goals of the Crenshaw/Dorsey Charter***

As an interdependent body all stakeholders of the Crenshaw/Dorsey Charter Cluster will be committed to the following goals:

Students will:

- master the critical concepts for each level of instruction before moving to the next level
- experience a rich, balanced and challenging curriculum
- demonstrate skills and knowledge that will enable them to participate and work productively in a 21st Century global society.
- utilize technology as an effective and efficient information and working tool.

Teachers will:

- provide powerful teaching to deliver a meaning centered, integrated curriculum, which promotes critical thinking, as well as integrating the use of technology throughout and across curricular areas.
- measure student progress toward achievement of the expected student learning results using traditional and authentic assessment tools.

School administrators will:

- reorganize schools, classrooms and support personnel to support the established expected student learning results designed to prepare students to become productive citizens in the world of work.
- build collaborative systems of support for students with community agencies and institutions of higher learning

All teachers and administrators will

- participate in sustained ongoing professional development activities that will be based on sound pedagogical practices, the needs, experiences, viewpoints and goals of the learning community

Parents will:

- be full partners in the educational processes

All Adult stakeholders will:

- create a learning environment that serves to support caring and cohesive learning communities

The School Development Program developed by James P. Comer, MD of the Yale Child Center provides the model for collaboration among all stakeholder groups in the Crenshaw/Dorsey CHARTER Cluster.

### ***D. Summary of what the charter hopes to achieve***

In the Crenshaw Dorsey CHARTER Cluster, mastery of the critical concepts established as key learnings for each grade level and subject area will be the basis of student promotion from one level to the next. When students do not demonstrate mastery of the key concepts (i.e., achievement of the defined Expected Student Learning Results), they will be enrolled in alternative blocks of instruction until the acceptable level of mastery is demonstrated. Because a social promotion policy dooms many of our children to a

school life of semi-literacy, marginal and unacceptable levels of achievement, or complete failure and because we desire to maximize all students' learning potential, we have designed a process for ensuring success for all students who begin, remain and end their schooling in the Crenshaw/Dorsey CHARTER Cluster schools.

## **II. Organizational Structure of Effective Charter Schools**

### **A. Educational Capacity of the School**

#### *1. Strategies and Methods of learning and teaching*

If students are to become successful and productive citizens in the twenty-first century, they must master the skills of those critical curricular standards and concepts that are designed to prepare them for the 21<sup>st</sup> Century. In order for students to meet the challenges of their future as adults in the 21<sup>st</sup> Century, we must prepare them with an academically rigorous curriculum that begins with building a firm foundation in literacy to support future learning. The belief among all stakeholders in the Crenshaw/Dorsey Charter Cluster is that reading is a prerequisite to success in school. Currently, discussions are taking place among Crenshaw/Dorsey Charter Cluster stakeholders regarding the feasibility of issuing a warranty to parents of each year's incoming groups of kindergartners. The warranty will guarantee that students who have consistent attendance in a charter cluster school, will read at grade level by the end of grade 3. Students in all grade levels, from Pre-K through grade 12, will meet grade level objectives spelled out in the California frameworks, state reform documents as well as state and district Standards. Moreover, educators in the Crenshaw/Dorsey CHARTER Cluster will assist students in meeting their educational objectives by providing a student-centered curriculum facilitating students in "learning how to learn" through the inquiry/constructivist approach. Students will learn by doing. Educators will take into account the multicultural, multilingual nature of a student body that possesses multiple intelligences and approaches to learning. Student achievement will be further enhanced via cross grade and age collaboration. Our students will become academically competitive in the following areas:

Language Arts: Students will read listen, speak and write effectively as a result of instruction beginning with phonics integrated into a literature based, thematic program that addresses specific skills within context across all grade levels. All of our elementary schools are, utilizing the same cluster-wide adopted textbook series. To date, the Crenshaw/Dorsey CHARTER Cluster has conducted cluster-wide symposia to train teachers on the cluster-developed K-12 Alignment Document, aligning the state standards with strategies, skills, activities and assessments.

Science: Students will be engaged in hands-on, content-based open-ended activities. Student projects will be showcased in an annual science fair.

Social Science: Projects will culminate from student centered activities from research to presentation.

Math: Students will become adept in problem solving through critical thinking fostered by developmentally appropriate instruction, building from the concrete to the abstract. Students will focus on process, problem solving and the language of math.

Arts: Students will have opportunities to explore their interests/and or develop talents in the visual and performing arts as well as art and music appreciation at either their own school or another school within the charter cluster

Vocational Arts: Middle and high school students will have the opportunity for instruction to pursue an apprenticeship leading to careers in areas such as mechanical arts, graphic arts, culinary arts, computer technology.

Technology: All students will have a working knowledge of how to use computers, word processing and other software as a learning or presentation tool. Students will have opportunities for involvement in projects that use information such as video and digital cameras and laser discs.

Community Service: As part of a citizenship component for culmination and graduation, middle and high school students will be required to do a number of community service hours.

Instruction at all grade levels at schools within the Crenshaw/Dorsey Charter Cluster will have a school to work component, enabling students to make the connection and application of school studies to life in general.

## *2. Measurable Outcomes for Student Performance*

The following methods of assessment have been established for the Crenshaw/Dorsey Charter Cluster

- a. Teacher observations- formal and informal
- b. Rubrics and scoring guides for selected common assignments in every subject, at every grade level
- c. Performance samples utilizing cluster-wide developed rubrics
- d. Work products, artifacts [tangible documents created by students]
- e. Tests or test-like procedures
- f. Norm-referenced tests including but not limited to Stanford 9, Aprenda and Observation Survey of Essential Literacy Skills
- g. Increased in-seat student attendance

## *3. Student Assessment Program*

**\*\***The following student accountability plan includes the benchmark grades for concept mastery, retention and student intervention at the elementary level:

### **Kindergarten**

- All Kindergarten students must participate in literacy screening during the second semester of Kindergarten.
- Students must demonstrate mastery with stanines of 5 or above on sub-tests 1,3,4,6 on the Observation Survey of Essential Literacy Skills.
- Students who do not demonstrate mastery during this screening will be required to participate in a reading intervention program(s) beginning in grade one

### **Grade Two**

- All students must demonstrate mastery of the essential literacy skills with stanines of 7-9 on all 6 sub-tests by the end of grade two.
- The benchmark for **STANDARD ENGLISH** will be established at grade two for students who have been in attendance in the Crenshaw/Dorsey Charter Cluster schools since SRLDP.
- The results of mid-term student assessments will determine the need for academic intervention during the second semester of grades two.

### **Grade Three**

- Students who do not demonstrate mastery of the literacy skills at the beginning of grade three will participate in a mandated reading and writing intervention program(s) in grade three until mastery is achieved.
- Those students who still have not mastered the literacy skills by the end of grade three will continue reading and writing interventions during a mandated summer bridge or intersession program before entering grade four.
- Students must demonstrate mastery level in essential mathematics skills and concepts by the end of grade 3.
- Students who do not achieve mastery at the end of summer school will be **RETAINED** in grade three and assigned to a Cluster- sponsored curriculum intensive academic program.

### **Grade Four**

- All students in grade four must have mastered(at the 50<sup>th</sup> percentile on Stanford 9 and/or assessed on authentic writing samples at grade 3 level) reading, writing, listening, speaking and critical thinking **BEFORE** passing to this grade.
- Students must demonstrate a mastery of the established proficiency level of Standard English by the end of grade four.

## **Grade Five**

- All students in grade five must master the defined grade level essential Mathematics and Science concepts before passing to grade six.
- Students who do not achieve the established level of proficiency in mathematics and science assessment must participate in a mandatory summer bridge /intersession program.
- Students who do not achieve mastery (as assessment by Stanford 9 at the 50<sup>th</sup> %tile reading and 33<sup>rd</sup> %tile in math and /or performance based assessment, at the end of summer school/intersession will be **RETAINED** in grade five and assigned to a Cluster sponsored curriculum intensive program.

### *4. Professional Development/Expertise*

Moving to improve student achievement, administrators, teachers and parents began meeting three years ago to design strategies that would enable our students to succeed. We felt that professional development of our teachers was the cornerstone to making a difference in providing opportunities for students to learn. Through a collaboration and teamwork, a group of lead teachers within our cluster have continued to provide cluster-wide training utilizing the “trainer of trainer” model. Schools pool resources, regularly calling upon professional development agencies and local universities to support and sustain cluster-wide professional development in pilot models. Simultaneously, we see a responsibility to provide ongoing parent education classes and symposia to introduce parents to the content and performance standards and ways parents can assist their children with school related projects and homework assignments.

The Crenshaw/Dorsey CHARTER Cluster has committed partnerships with and will utilize the resources of CSU, Los Angeles Charter School of Education. CSU, Dominguez Hills School of Education and the National School Conference Institute. Our goal is to sustain and expand current pilot partnership projects for ongoing and systemic professional development.

### ***B. Business and Organizational Management Capacity of the Charter Cluster***

The Crenshaw/Dorsey CHARTER Cluster is a dependent charter, which incorporates all District, city, county and state rules, laws, policies and procedures governing all issues of fiscal officer identification, ADA accounting procedures, liability/bonding, purchase orders, audits, taxes, categorical funding and application processes, lease/loan agreement, budgeted resource procedures, level of services, costs, gifts to charter schools and all other applicable items. The LAUSD Fiscal Services and the Crenshaw/Dorsey Cluster Fiscal Specialist will administer grant funds.

### ***C. Collaboration and Networking Strategies***

In an effort to implement the recommendations outlined in the study done by the SB1274 Charter School Future’s Committee, Crenshaw/Dorsey Charter Cluster schools have sought available resources, working collaboratively within the cluster schools, district and county offices, community businesses, neighborhood organizations, parents and families, universities, libraries and museums.

#### Current Reform Efforts

- Schools within our cluster pool resources to implement and finance the cluster-wide Symposia, curriculum/standards alignment document, grade level/department chairpersons training and articulation
- Community/Business partnerships and internships with such establishments as Mc Donalds, Magic Johnson Theaters, The Tuskegee Airmen, Sony Pictures, McGraw-Hill Publishing Co.
- Educational Partnerships with UCLA, CSULA Charter School of Education, CSU, Dominguez Hills School of Education, National School Conference Institute CSU, Northridge, Pepperdine and Mount St. Mary’s University, The Getty Museum and Los Angeles County Museum of Art.

- Parent/Community Partnerships for students “at-risk” including Young Black Scholars, SAFE House and LAPD Jeopardy Programs

#### **D. Overall Program Evaluation**

We will be able to track student progress by utilizing benchmark performance assessments on cluster-wide common assignments. We will utilize baseline data to benchmark scores throughout the life of our charter

### **III. Description of Grant Project Goals and Activities**

#### **A. Identification of Program Needs**

The goal of the Crenshaw / Dorsey CHARTER Cluster is to ensure that all students (English Language Learners, E.L.L., Special Needs, Migrant, Gifted and Talented), will be readers by the end of Grade 3, so that their academic future will not be spent learning to read, but reading to learn. We are committed to teach students to use language as a tool for thinking, communicating, refining and defining their world for the challenges that face them in the 21st century. During Spring 1998, all kindergarten students in our CHARTER schools were tested on the *Observation Survey of Essential Literacy Skills*. In analyzing the data from student work, members from all stakeholders recognized the chasm between our goal to have all students performing with proficiency on performance assessments and students’ current test performance. Factored into the discussion is the variable that 55% of the teachers in the Crenshaw/Dorsey CHARTER Cluster are in their first 5 years of teaching. To meet our charter goals, *teachers of the Crenshaw/Dorsey CHARTER Cluster have agreed to work in partnership to be trained in curriculum, assessment and effective instructional practices.*

#### **B. Justification for Support to Fulfill Identified Needs/Specific Project Goals**

Crenshaw/Dorsey CHARTER Cluster is currently piloting three projects that have rendered significant improvement in student achievement. Grant funding would enable us as a collective partnership of 15 schools and 3 educational institutions, expand and sustain the current pilot programs to the non-pilot schools.

#### **Expand Pilot project #1- Teaching, coaching classroom demonstration**

In partnership with CSU, Los Angeles Charter School of Education, university professors are assigned to teach an on-site 12 hour, content specific seminar to selected (10-12) members of a cluster charter school faculty. Participants are then provided an opportunity to see the university professor demonstrate seminar content with children in the classrooms. Finally after the seminar and demonstration, participating cluster faculty have university professors observe and coach as they implement content. This model is currently being piloted at Hyde Park CHARTER School.

#### **Expand Pilot project #2-Standards and Assessment Implementation**

In partnership with National Schools Conference Institute teachers and administrators learn to effectively implement standards by use and evaluation of common standards-based lessons and performance assessments. Teachers and administrators restructure faculty, grade level and department meetings to analyze student work samples and discuss the implications of teaching, learning and expectations. Support for this process includes ongoing access to and workshops with Dr. Douglas Reeves, viewing of satellite broadcasts and live forums of leading educators in the field of standards and assessment and opportunities for parents, teachers and administrators to access the most current research on various topics through workshops, conferences and administrators’ academies. This model is currently being piloted in 4 CHARTER cluster schools.

#### **Expand Pilot project #3- Standards based Instruction-Trainer of Trainers**



In partnership with the subject matter projects at CSU, Dominguez Hills and UCLA, selected teachers throughout the cluster participate in professional development experiences via subject matter projects. While some of the costs are incurred by the subject matter projects themselves, many of the projects stipulate that to serve the cluster cohorts, we must share the cost of training the cohort. The teachers in the cluster cohorts then agree to serve as teacher leaders at the various school sites and for cluster-wide trainings.

***C. Self Assessment and Procedures for Monitoring Progress Towards Project Goals***

Teachers will implement effective practices that will result in student mastery of grade level standards for utilizing the 3 training models that emphasize the implementation of standards, activities, skills, strategies and assessments. Student work will be regularly analyzed. Data collected from student work will be used to shape staff development and support from local universities and partnerships. Teachers, parents and administrators will be provided with ongoing support, coaching and training.

**1. Timeline for completion of tasks**

**A. Project #1- Teaching, Demonstration and Coaching**

<b>Projected Date</b>	<b>Action</b>	<b>Completion Date</b>	<b>Person(s) Responsible</b>
6-99	Grant Awarded		LAUSD Fiscal Services
7-1-99	Recruit 8 professors	9-30-99	Charter Cluster Governance Council
10-1-99	Meet with professors, Site Administrators and professional development advisors to establish operational and instructional program	10-8-99	Cluster Staff
10-99	Teaching, demonstrations And coaching	June 2000	Cluster Administrator, Site Administrators and the CSULA Dean of Education
6-99	Teacher surveys and Program evaluation	June 1999	Cluster Staff

**B. Project #2 National School Conference Institute**

<b>Projected Date</b>	<b>Action</b>	<b>Completion Date</b>	<b>Person(s) Responsible</b>
7-1-99	Grant Awarded		L.A.U.S.D. Fiscal Services
8-30-99	Identify and train site administrators and facilitators from non-pilot schools	9-30-99	NSCI and Cluster Staff
10-1-99	Cluster teacher training on Standards and Performance Assessment	6-99	NSCI and Cluster Staff

	Via satellite, distance learning, taped and live conferences, seminars with Dr. Doug Reeves		
12-1-99 3-1-00 4-15-00 5-26-00	Benchmark performance Assessments- group scoring and analysis of student work samples	6-99	Cluster Teachers and Staff
6-99	Teacher Evaluations and Student Performance Assessment Evaluations	6-99	Cluster Teachers and Staff

### **Project #3 Subject Matter Project Cohort Training**

<b>Projected Date</b>	<b>Action</b>	<b>Completion Date</b>	<b>Person(s) Responsible</b>
Spring 99	Establish Subject Matter Cohorts	June 1999	LAUSD Fiscal Services
7-99	6 Social Studies Teachers to attend SMP @ CSUDH	August 1999	Cluster and University Staff
7-99	6 Science Teachers to attend SMP @ UCLA	August 1999	Cluster and University Staff
7-99	6 Math Teachers to attend SMP @UCLA	August 1999	Cluster and University Staff
9-99	Cluster Teachers to attend various standards-based seminars and workshops conducted by SMP Cohort teacher leaders	May 2000	Cluster Staff

## **2. Procedure for evaluating quality of work**

### *Evaluation of the Teacher Training Objectives*

- Teacher portfolios are assessed twice annually by site administrator, utilizing cluster quality criteria rubric
- Pre and Post Project Teacher practice surveys and evaluations
- Administrators' observations

### *Evaluation of Student Achievement*

We will utilize comparative data from student performance assessments as the primary indicator of evaluating student achievement

## **3. Adherence to required evaluations of grant**

The Crenshaw/Dorsey Charter Cluster will adhere to all assessment/evaluation activities, required by the state for grant recipients including written progress reports, meeting attendance at the expense of the charter cluster, and final report of grant implementation

**4. Process for how the grant money will be spent**

All grant money awarded to the Crenshaw/Dorsey CHARTER Cluster will be handled by the LAUSD Fiscal services, The Crenshaw/Dorsey Cluster Fiscal Specialist and controlled by the Crenshaw/Dorsey Cluster Administrator.

**IV. Budget Sheet and Narrative****California Public Charter Schools Grant Programs****Appendix F**Developer's Name: Dr. Daniel R. Lawson Cluster's Name: Crenshaw/Dorsey CHARTER Cluster

<b>Account Codes</b>	<b>Description of Expenditures</b>	<b>Grant Funds</b>	<b>Other Funds</b>
1000 series	8 University Professors for the equivalent 2 3unit semester courses	28,000	28,000
	Stipends for teachers to attend cluster Workshops and seminars conducted by Cluster cohorts	8,000	
Subtotal for 1000 series		36,000	28,000
5000 series	National Schools Conference Institute Consultants, satellite, and distance learning Contracts for 11 schools	100,000	65,000
5000 series	Contracts with University Subject Matter Projects to train cluster cohort	13,500	13,500
Subtotal for 5000 series		113,500	78,500
TOTAL		149,500	106,500

**Budget Narrative**

The Crenshaw/Dorsey CHARTER Cluster will use the \$ 149,500 requested in this grant plus \$106,500 supplied by the Crenshaw/Dorsey CHARTER Cluster to fund the expansion of our three professional development pilot projects.

Pilot project # 1 (Teaching, coaching, classroom demonstrations) \$ 28,000 will fund 8 university professors for a 2 semester time block for equivalent to 3 units each semester. This is an approximate cost of \$3,500 per semester per 3 units. In partnership with CSU, Los Angeles, Charter School of Education, funds will be matched to grant funding to provide this model of professional development.

Pilot project # 2 (Standards and Assessment Implementation)  
\$100,000 will fund staff development for teachers, administrators and site facilitators via satellite, distance learning and seminars with Dr. Douglas Reeves. LAUSD will contribute \$65,000 to match grant funds.

Pilot project # 3 ( Subject Matter Projects Cohort)  
\$ 13,500 will be used to match the funds provided by the University Subject matter projects to increase the numbers of teacher leaders in our subject matter cohorts. Teacher leaders will be utilized to conduct grade level- and subject specific seminars and workshops for charter cluster teachers. \$8,000 in grant funds will be used to pay teachers to attend cluster seminars and workshops during unassigned hours.

All of these pilots have been implemented within our cluster and have made a significant impact on the teaching and learning in our cluster. We look forward to this assistance in expanding that impact to further meet the goals of our Charter.